

Introduction

Based on the increasing national needs for more U.S. students to develop foreign language proficiency related to their future professions and the accompanying necessity for increased understanding of less commonly taught languages like Chinese, Baldwin-Wallace College requests support from the Undergraduate International Studies and Foreign Languages program for “Internationalizing the Disciplines: Adding LAC Courses to the Majors and Strengthening Chinese Offerings.” This proposal will utilize existing experience with a fledgling Language Across the Curriculum (LAC) program based in the core curriculum and expand it into the majors while also hiring an instructor in Chinese language and culture who is competent in business to help internationalize B-W’s largest undergraduate major. Fifteen new two-credit LAC courses in 15 majors will promote greater language proficiency campus wide, enhance professional training for B-W students and respond to the Department of Education call for “expertise and competence in foreign languages and area and international studies.” The proposal utilizes the skills of nine faculty members who are native speakers and will build increased language competency among eight other faculty as well as provide study abroad incentive awards for students taking the new LAC courses. The long term impact of the project will be great as the LAC courses help students become internationally-minded professionals who use their skills in areas such as business, education, research and related globally oriented careers. There is also a potential for the proposed joint appointment in Chinese and Business to become a model for promoting less commonly taught languages by helping students see the need for language skills in applied settings.

The need for such efforts has also been addressed by the American Council on Education (ACE) and the American Association of Colleges and Universities (AAC&U). Both have

promoted undergraduate learning outcomes stressing internationalization and increased use of foreign languages.¹ ACE has also emphasized the importance of helping students learn to use foreign language within their majors.² The Modern Language Association has similarly promoted interdisciplinary efforts which allow students to develop their language skills across disciplinary boundaries.³

The impetus for B-W's current commitment to internationalization and language study is rooted in priorities evident when John Baldwin founded Baldwin University in 1845 as one of the first colleges in Ohio to admit students without regard to race or gender. He also donated funding to begin two high schools in Bangalore, India in the 1880s. This international focus was reaffirmed when Baldwin University merged with German Wallace College in 1913. Baldwin's globalizing vision resonates with the College's current Mission Statement adopted in 2000 which states that B-W "assists students in their preparation to become contributing, compassionate citizens of an increasingly global society."

B-W undertook a strategic plan for campus internationalization in 2001 which included promoting global competencies among students through curricular reform, faculty development and expanded international linkages to increase study abroad. President Richard Durst has continued B-W's commitment to promoting internationalization and global awareness for all students as part of a renewed strategic planning process launched in 2007. Key goals include developing a 21st century curriculum which fosters a global perspective, affirms diversity and

¹ See Christa Olson, Madeleine Green, and Barbara Hill, *Building a Strategic Framework for Comprehensive Internationalization*. American Council on Education (2005) and *College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education and America's Promise*. American Association of Colleges and Universities, (2007).

² Madeline Green and Robert Shoenberg, *Where Faculty Live: Internationalizing the Disciplines*. American Council on Education (2006).

³ Modern Language Association. Ad Hoc Committee on Foreign Languages, "Foreign Languages and Higher Education: New Structures for a Changed World" (May 2007).

enhances intercultural interaction. Vice President for Academic Affairs Mary Lou Higerson affirmed these efforts in fall 2008, stressing the need to develop students' global understanding and language skills to prepare for an increasingly diverse world.

Baldwin-Wallace has a strong foundation for such efforts. B-W is an accredited, comprehensive college with a regional focus offering the breadth of a university in a small town setting on the banks of Lake Erie. The College seeks to integrate study of the liberal arts and professional training, and awards five undergraduate degrees, Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Bachelor of Music, and Bachelor of Music Education; and two graduate degrees, Master of Arts in Education and Master of Business Administration. There are approximately 3,100 full-time undergraduate day students, 600 evening and weekend adult learners, and 800 graduate students. B-W has more than 300 full-time and part-time professors and maintains a 15:1 student/faculty ratio. Nearly 80% of the faculty have earned doctorates or terminal degrees. Classes are small with an average size of 18 students and are taught only by professors. B-W has been recognized for more than a decade by *U.S. News & World Report* as one of the top regional colleges and universities. In 2008 B-W was cited as a "School to Watch," a new category which focuses on "promising and innovative changes in academics, students, campus or facilities."

1. Plan of Operation

a. *Design of project:* The design of the project builds on the progress Baldwin-Wallace has made in implementing campus internationalization since 2001. B-W is fortunate in having committed faculty who have pushed adoption of the globalizing thrust of the 2000 Mission Statement and the ongoing internationalization efforts. The recommendation for introducing foreign languages into the majors came from a Faculty Learning Community on Language

Across the Curriculum that met during 2007-08. Because LAC is aimed at language use rather than instruction, the group felt they could best enhance quality standards-based language instruction by developing LAC courses in majors, where students could learn disciplinary vocabulary and experience how foreign languages were used by professionals, thereby increasing student proficiency and global awareness. The increased language skills would also help faculty and students better appreciate how different cultures view and shape knowledge in the disciplines.

The timing is right for such an initiative. Earlier internationalization and curricular reform efforts (see Section 6) which required all students to have a minor have increased student interest in foreign languages and in internationally oriented majors with a language requirement. The number of majors and minors in Spanish, French and German has increased from 56 in fall 2004 to 127 in spring 2009. Majors and minors in International Studies in the same period climbed from 43 to 82. The International Business major, begun in 2007, has 56 majors/minors and the Asian Studies minor has 15 students. Additionally, the Honors program which added a foreign language requirement in 2008 now includes 145 students.

To build on this progress, B-W's proposal includes two related reinforcing emphases to promote greater use of foreign languages among B-W students: 1) introducing LAC courses into 15 majors and two minors – Biology, Geology/Sustainability, Sociology/Asian Studies, Art, Art History, Education, Spanish, French, International Studies, Political Science, Business, Economics, Philosophy, English, Math – by faculty who are native speakers or have reached Advanced or Intermediate levels on the ACTFL (American Council for the Teaching of Foreign Language) guidelines and 2) hiring a full time professor with a Ph.D. in Chinese (Mandarin) who possesses international business experience and expertise.

All B-W faculty were invited to participate in the development of this grant proposal. Those who expressed interest in teaching LAC courses and were not native language speakers took a proficiency test based on ACTFL standards in the language of their choice to determine competency to teach LAC offerings. After evaluating the results, seventeen faculty committed to developing and teaching LAC courses as part of the grant and will receive stipends to cover participation in new course development and other grant activities. Support for additional language study for eight participants who have not yet reached the Superior level will also be provided. This training will expand the pool of competent faculty language speakers able to demonstrate the importance of second language skills and insure continued offerings of the new LAC courses once the grant is completed.

A kickoff workshop on LAC and building interdisciplinarity among the language and content areas for all B-W faculty will be provided by Dr. Timothy Bennett in fall 2010. Dr. Bennett is Associate Professor and Chair of the Foreign Language Department at Wittenberg University where he directed Wittenberg's General Education Program and served for ten years on their assessment committee. He is also familiar with the relative lack of foreign language training in Ohio high schools and will help find ways to promote student interest in language study. He has launched a successful LAC program at Wittenberg based on close cooperation between language and content faculty. He will remain available for consultation throughout the grant. The proximity of B-W and Wittenburg makes continuing collaboration possible beyond the grant.

Faculty participants will work primarily as interdisciplinary teams focused on the target language. Each team will be led by one of the grant co-directors who will coordinate the teams' work with other grant activities. There will be a Spanish team of six faculty, a German team of two faculty, a French team of five faculty, a Chinese team of three faculty and an Arabic team of

two faculty. (One faculty member will participate in both the French and Arabic teams.) Each team will select an outside expert with experience in LAC who will provide training in pedagogy and will help in selecting content resources appropriate to the language level of the students. S/he will work with the language team on common problems, meet individually with team members regarding the courses they are developing, and be available throughout the project for questions which arise. Each language expert will also do an open workshop on the target language for all grant participants and other interested B-W faculty. Pedagogical training will insure that students can profit from the instructors' knowledge of the discipline and be guided in how to utilize the language. Faculty will acquire skills for helping students learn to interact with more proficient speakers in discipline related areas and also model that interaction. The Spanish and French consultants will visit campus during 2010-11 following the kickoff workshop. The German, Chinese and Arabic consultants will be scheduled during 2011-12.

These teams will provide ongoing collaboration between foreign language and non-foreign language faculty. In order to develop solid connections between language and disciplinary content, the language faculty will learn more about the disciplines and how they are taught as the non-language faculty learn about how language and culture are taught by the language faculty. The teams will also develop common expectations for levels of reading, listening, writing and speaking appropriate to each language and for modeling cross-cultural competency.

The new Chinese/Business professor will be hired in the spring of 2010 and begin in fall 2010. This joint position will model the interdisciplinary approach to language learning on which this proposal is based. S/he and the current adjunct faculty member teaching Chinese will offer elementary and intermediate Chinese classes in the first year of the grant and will develop advanced language offerings in the second year with the aim of moving toward a possible minor

in Chinese Studies. It is anticipated that the new professor will generally teach two courses in Chinese and one in business each semester to help build interest among the business students who represent the largest major on campus. This new professor will participate in faculty development grant activities and add a LAC offering to complement the newly developed International Business major. The Business Division is flexible with regard to what business courses might be offered and seeks a candidate who can add an understanding of Asian business and culture to their offerings (see Appendix B). A joint search committee will work with institutions with strong Ph.D. programs in Asian Studies, like Ohio State University's Department of East Asian Languages and Literatures, to identify Ph.D. candidates in Chinese with related business experience. The business courses which the new professor will teach will be based on his/her areas of expertise. S/he will develop a LAC course in Chinese for business students and help promote understanding of China, possibly by developing experiential learning opportunities where Chinese could be used.

To further increase student interest in LAC courses and promote study abroad, UISFL funding will provide five \$750 undergraduate scholarships each year of the grant. These scholarships will be matched by B-W funding for students who have taken a LAC course and will study the target language abroad. The Explorations/Study Abroad Director and staff will publicize the LAC program and the scholarships in their ongoing outreach efforts to recruit students and build interest in study abroad and LAC offerings. Selections will be made by the Explorations Advisory Council which includes the Explorations Director and faculty representatives.

b. *Effectiveness of plan of operation:* The renewed national interest in LAC is evidenced by the growth of the Consortium on Culture and Language Across the Curriculum which B-W helped

found in 2004. There are now nine universities with which B-W is working collaboratively to establish national standards and guidelines for development of LAC programs by utilizing and comparing results of ‘promising practices’ appropriate to their individual campuses. While some LAC programs are based on one-credit offerings, B-W faculty are proposing two-credit courses to provide more time to explore language and disciplinary connections.

The Project Director and Co-Directors will work closely with participating faculty to insure effectiveness. B-W’s Director for Intercultural Education, Dr. Judy Krutky, a faculty member who directs the International Studies major, will serve as the Project Director and will assume overall administrative, budget and evaluation responsibilities. She will also work with the Chair of the Department of Foreign Language, the Chair of the Division of Business Administration, and the Director of the Undergraduate Business Program in the search for the new Professor of Chinese/Business and in easing the new professor’s adjustment to campus, scheduling of classes and participation in grant activities. Two co-directors, Dr. Javier Morales-Ortiz, Assistant Professor of Political Science and B-W’s LAC Coordinator, and Dr. María Marín, Associate Professor of Spanish and Chair of the Department of Foreign Languages and Literature, will provide leadership for the language teams and in arranging for the outside consultants’ visits. Dr. Morales-Ortiz will also work with the Curriculum Committee to obtain approval for new courses and will utilize recommendations from students in the Public Relations major practicum classes to help market these courses to students. Dr. Marín will work with participants on selecting appropriate language materials, pedagogy, and linguistic issues as the courses are developed and taught. She supervised evaluation of faculty participants’ language competence based on ACTFL guidelines and will help plan further language study and assess progress of those who have not reached the Superior level. Drs. Krutky, Morales-Ortiz, and Marín will

consult regularly on grant administration and coordination of the visits of the external consultants and the outside evaluator. They will also provide regular feedback to grant participants as indicated in the evaluation plan.

c. *Relation of objectives of project to purposes of program:* B-W's proposal contributes to the goals of Title VIA by internationalizing course offerings in 15 majors and minors and promoting the use of foreign language in 17 new or revised courses covering a variety of internationally oriented topics. Funding will provide the impetus to enhance faculty as teachers and mentors in developing new curricula and adding new LAC courses to promote language use and build on standards-based language instruction in both liberal arts and professional majors (Business and Education) where student interest has been identified. The goals of the LAC program at B-W are

- to provide guidance to students in making interdisciplinary connections to discipline content and vocabulary in a second language
- to improve communication skills through reading, listening, writing and speaking in a second language using materials appropriate to an academic discipline
- to understand how culture influences knowledge, attitudes and skills of professionals in different academic disciplines
- to introduce disciplinary resources for research available in a second language
- to understand the impact of culture and language on the student's own approach to an academic discipline

Faculty engaged in course development will be utilizing these goals within their disciplines as a basis for LAC course development and assessment. Students who take these LAC courses will develop increased language competency and will be eligible for competitive student scholarships to study abroad.

Grant funding will also strengthen Chinese language offerings of a critical language and raise awareness of the need for foreign language skill campus wide. The new professor's expertise in Chinese coupled with efforts of grant faculty will help infuse language learning within the majors where it will be sustained beyond the grant as the new courses become part of the curriculum. Additional spillover effects are anticipated. The interdisciplinary nature of the faculty development process will build links among departments offering LAC courses and promote student interest in language study beyond those programs which already require foreign language. Faculty who have not yet achieved the Superior level of proficiency will receive language study stipends which may be used to study abroad. Course materials for the new LAC courses will be shared with members of the CLAC Consortium of which B-W is a member and will be posted on the CLAC website where they will be available to anyone who is interested.

d. *Use of resources and personnel to achieve objectives of the project:* Funding from the Title VIA grant will be combined with resources from Baldwin-Wallace to achieve success with this proposal. The sections above describe the roles of Drs. Krutky, Morales-Ortiz and Marín who will provide oversight and support for grant activities. They will function under the supervision of Vice President for Academic Affairs Mary Lou Higerson. Faculty qualifications are described in greater detail in Section 2b. Director of Explorations/Study Abroad, Christie Shrefler, will work with her staff to promote LAC courses and study abroad through their classroom visits and study abroad fairs, recruit students who have had LAC courses to study abroad and supervise awarding of the LAC scholarships. She will also provide information on B-W partner universities abroad for faculty interested in foreign language study. To assure the grant is administered in a fiscally responsible manner, Sharon Vitaz, B-W's Controller, will monitor the disbursement of funds and the preparation of the budgetary sections of the yearly reports.

Dr. Susan Perry, Director of Institutional Research and Assessment, will work on evaluation activities with the project directors and the external evaluator, Dr. Tanya Kinsella, Undergraduate Coordinator of European Studies and the LAC program at the University of North Carolina/Chapel Hill. Both have provided input on the grant proposal and suggestions for yearly evaluations. Dr. Kinsella will visit B-W in spring 2011 and in 2012 to provide on-site consultation for faculty and meet with students. Her role is described more fully in Section 5.

e. Equal access and treatment to members of racial and ethnic minorities, women, handicapped persons and the elderly: Baldwin-Wallace College was founded expressly to provide education opportunities to women and minorities, who were routinely excluded from higher education in the early 19th century. B-W has a longstanding commitment to nondiscrimination of any kind recognized in its Equal Opportunity Statement and in its Community Standards of Conduct which are available on the B-W website and accessible to anyone interested. These commitments were reaffirmed in the current Strategic Plan which requires the community to increase diversity among all groups, including trustees, faculty, staff, and students and to create a social infrastructure to recruit and retain multicultural students, faculty and staff. A new position, Director for Campus Diversity Affairs, which reports directly to B-W's president, was created in March 2008 to provide leadership for those efforts. A Diversity, Integration and Inclusion Committee was also formed to infuse openness to differences. This group has created a diversity website to increase awareness of related programs. B-W's Sexual Harassment Task Force has been expanded to deal with harassment of all kinds. Both groups support the new Director's efforts. The College's policies prohibiting discrimination in hiring prospective job applicants and students will be carefully followed in carrying out this project and equal access will be provided without discrimination on any basis. The Director of Study Abroad will publicize opportunities

for students to utilize LAC skills for study abroad and undertake special efforts to recruit students from traditionally underrepresented groups.

2. Quality of Key Personnel

a. *Project directors' education, experience and other qualifications, adequacy of their time commitment:* Each member of the project direction team brings specific competencies to the proposed project. Dr. Judy Krutky, Professor of Political Science and International Studies, received her BA in French and history magna cum laude from Southern Methodist University, her MA from Johns Hopkins SAIS with distinction and her Ph.D. in Political Science from Columbia University. She was a Fulbright Fellow in France, has directed B-W's International Studies major and Intercultural Education program and served as Associate Academic Dean from 2005-08. She was a member of ACE's Internationalization Collaborative Advisory Council from 2006-09 and currently chairs the International Education section of the International Studies Association. Dr. Krutky has received B-W's Distinguished Faculty Leadership Award, the Strosacker Award for Excellence in Teaching, and the Bechberger Award for student development. She has also been recognized for outstanding teaching by the American Political Science Association and by Ohio Magazine. She will oversee administrative, budget and evaluation activities in both years and assist in the hiring of the new professor in Year 1 of the grant. Her responsibilities are estimated at 20% of her time in Year 1 and 15% in Year 2.

Dr. Javier Morales-Ortiz, Assistant Professor of Political Science and International Studies, received his BA in political science and economics magna cum laude from the University of Puerto Rico, Mayaguez, and his MA and Ph.D. in political science from the University of Connecticut. He headed B-W's Faculty Learning Community on LAC and serves as LAC Coordinator. He has also been a member of the Faculty Senate Governance Task Force and

B-W's Strategic Planning Committee. He has served as Managing Editor of *International Studies Perspectives* and has experience in web design. His teaching and research interests include international political economy, foreign policy analysis, and international trade. He presents regularly at professional conferences and delivered the keynote address at the Cleveland Council on World Affairs Model United Nations conference in 2006.

Dr. María Marín, Associate Professor of Spanish, received her BA in Hispanic studies from the University of Puerto Rico, Rio Piedras, and her MA and Ph.D. in Spanish-American Colonial Literature from Brown University. Dr. Marín directs the Department of Foreign Languages and Literature, coordinates Spanish classes and advising, and served as the language consultant to B-W's Faculty Learning Community on LAC. She advises the Spanish Club, organizes the Spanish Language Table and has worked on Hispanic recruitment. Her teaching interest focuses on bringing students closer to the realities of the Latino or Hispanic world by drawing on her research in culture, film and literature. She publishes regularly and participates in professional conferences like the Instituto Internacional de Literatura Iberoamericana. She was featured in 2006 at the University of Puerto Rico's Annual Lecture Series.

Dr. Morales-Ortiz and Dr. Marín will use summers to organize grant activities for the upcoming year and work closely with the language teams. Each will assist with choosing and hosting the visiting consultants in both years of the grant. Dr. Morales-Ortiz's additional responsibilities for scheduling and obtaining faculty approval of the 15 new courses and for developing marketing materials for LAC are estimated to take 20% of his time in both years. Dr. Marín's responsibilities are estimated at 15% for both years.

b. *Other key personnel's education, experience, language proficiency and qualifications:*

Seventeen faculty will develop LAC courses utilizing five languages as part of the grant. Faculty

are listed in Table 1 by the area in which their courses will be offered, the languages each will utilize and the assessed proficiency levels based on ACTFL guidelines.

Table 1. Proposed New and Revised LAC Course Offerings			
Major/Minor	Professor	Target Language/ Proficiency Level	Course Content Focus (New or Revised)
Biology	Dr. Michael Melampy	Spanish/Superior	Latin American ecology (N)
Biology & Geology, Sustainability	Dr. Sabine Thomas	German/Superior/Native	Environmental issues (N)
Sociology/Asian Studies	Dr. Liya Wang	Chinese/Superior/Native	Asian culture (N)
Art	Darlene Michitsch	French/High Intermediate	Analysis of art works (N)
Art History	Dr. Marc Vincent	French/Superior	Art appreciation in Europe (N)
Education	Dr. Barbara Sposet	Spanish/Superior	K-12 teacher training (N)
	Dr. Gail Eichman	Spanish/Novice	Early childhood training (N)
Spanish	Dr. Maria Marin	Spanish/Superior/Native	Latin American culture (N)
French	Dr. Nadia Sahely	French/Superior/Native Arabic/Intermediate Mid	French culture in Lebanon (N)
History	Dr. Indira Gesink	Arabic/Intermediate	Guided research (N)
International Studies & Political Science	Dr. Judy Krutky	French/Advanced	Foreign policy analysis (N)
	Dr. Javier Morales- Ortiz	Spanish/ Superior/Native	Foreign policy analysis (N)
Economics	Dr. Tom Ross	Spanish Novice	Development in Central America (N)
Business	New Hire	Chinese/Superior	International Business (N)
LAS/Philosophy	Dr. Kelly Coble	German/Superior	Popular Music (R)
LAS/English	Dr. Susan Oldrieve	French/Intermediate	Intercultural analysis (R)
LAS/Computer Science	Randall Molmen	Chinese/Novice High	Cultural appreciation (N)

Requirements for faculty proficiency to teach LAC courses are based on the recommendations of the Faculty Learning Community for LAC. Faculty desiring to teach LAC courses must either be bilingual or undergo ACTFL-based language proficiency testing. Faculty who placed at the Intermediate level or above may offer 100 level LAC courses for students who have elementary foreign language skills and are able to read selected elementary texts, write simple sentences and develop listening skills. Faculty who are native speakers or placed at the Advanced or Superior level may teach either 100 or 200 level LAC courses where oral instruction will be in the target language for students with intermediate skills or higher. Faculty who have not attained the Superior level will study language as a part of the faculty development options associated with this proposal. Proficiency levels will be evaluated at the end of each

semester until the Intermediate level is attained.

Individual faculty participants' education, experience language proficiency and qualifications are summarized below by department or program in which the courses will be offered.

Biology: Michael Melampy, Ph.D. in Biology, University of Illinois, Urbana-Champaign (Spanish Superior). Dr. Melampy served in the Peace Corps in Colombia and directs the Environmental Studies minor. He was part of the Faculty Learning Community on LAC and regularly leads a B-W Study Abroad program to Ecuador which includes immersion Spanish classes. He previously taught a course on Latin American environmental issues with a Visiting Fulbright Scholar from Ecuador in which students read in Spanish. He will design a course investigating tropical ecology.

Biology, Geology and Sustainable Development: Sabine Thomas, Ph.D. in Natural Sciences, Technische Universität Berlin (German Superior Native). Dr. Thomas is a co-director of the Sustainability major. She is also currently studying Spanish and developing a study abroad program in the Amazon for B-W's Honors program. Her interests in environmental issues are the basis for the courses she will design using German as a research tool.

Sociology/Asian Studies: Liya Wang, Ph.D. in Sociology, University of Utah (Mandarin Chinese Superior Native, reading knowledge of Japanese). She is a former director of the Asian Studies minor. She co-led a B-W China immersion program for students in Spring 2009 and previously led a B-W faculty group to China. She will design a course using Chinese to increase understanding of Asian culture.

Art: Darlene Michitsch, Master of Fine Arts from New York University's Institute of Fine Arts (French High Intermediate). She will study French as a part of her grant participation. She supervises B-W's Fawick Art Collections and co-directs her own studio. She will design a course

focused on art analysis and utilizing vocabulary related to art collecting.

Art History: Marc Vincent, Ph.D. in Art History, University of Pennsylvania (French Superior Native). He publishes and speaks regularly on Western Art and has co-directed B-W's Seminar in Europe since 2002. He has served as department and division Chair and on the Explorations/Study Abroad Advisory Council. He will design a course on art appreciation in Europe.

Education: Barbara Sposet, Ph.D. in Education, Kent State University (Spanish Superior Native). She has worked and traveled extensively in Latin America and Spain and taught Spanish for many years. She is a Praxis III Assessor in Spanish, has worked with the American Field Service program in Central America, and presented and published on K-12 cultural learning. She will develop a course to improve K-12 teacher training.

Gail Eichman, Ph.D. in Urban Education, Cleveland State University (Spanish Novice). She serves on the Explorations/Study Abroad Advisory Council and has co-led a group of student teachers on an immersion field trip to Puerto Rico to compare teaching methods and styles. She is currently studying Spanish and will continue to do so as she develops a course in early childhood training.

Spanish: María Marín, Ph.D. in Spanish American Colonial Literature, Brown University (Spanish Native Superior). Her qualifications are covered in Section 2a. She has published and presented regularly on Latin American culture and served as the language consultant for B-W's Faculty Learning Community on LAC. She proposes a course on Latin American culture.

French/Arabic: Nadia Sahely, Ph.D. in French Studies, Brown University (French Superior Native, Arabic Intermediate Mid). She has studied in France and has taught, researched and written on French and Lebanese cultural issues. She coordinates the Tournées French festival and

advises the French Club and the Middle Eastern Student Alliance. She proposes a co-listed course on French and Arab culture in Lebanon. Students could enroll in either French or Arabic. She will continue her study of Arabic.

History: Indira Gesink, Ph.D. in History, Washington University in St. Louis (Arabic Intermediate). She has studied at the American University in Cairo and regularly teaches and publishes on Middle Eastern historical and current topics. She advises the Arabic Studies club and supervises B-W's Fulbright Language Teaching Assistant in Arabic. She serves on the Consortium for Education Resources on Islamic Studies and coordinates campus presentations on the Middle East. She proposes a course to help students do guided research in Arabic and will continue her study of Arabic.

International Studies and Political Science: Judy Krutky, Ph.D. in Political Science, Columbia University (French Advanced) and Professor Javier Morales-Ortiz, Ph.D. in Political Science, University of Connecticut (Spanish Superior/Native). Their qualifications are covered in Section 2a. Dr. Krutky is B-W's Director for Intercultural Education and Dr. Morales-Ortiz is the LAC Coordinator. They propose coordinated courses on current foreign policy analysis. The initial offerings will focus on how culture has shaped French and Spanish speaking countries' reactions to American foreign policy of the Obama administration.

Economics: Tom Ross, ABD in Business and Economics, Kent State University (Spanish Novice). His interests are international economics and financial institutions. He has traveled and studied in Latin America and proposes a course on Latin American development. He is studying Spanish and will continue to develop greater proficiency.

Business: The new professor on Chinese and Business will be invited to participate in the grant and develop a course in Business utilizing Chinese related to his/her teaching interests.

Core Two-Credit LAS Classes linked to *Enduring Questions* courses: Kelly Coble, Ph.D. in Philosophy, DePaul University (German Superior). He has studied in Germany, won grants for research projects and authored articles in German and English. He also served as B-W's LAC coordinator, and presented on LAC pedagogy. He is a member of the editorial group revising the LAS 200 *Enduring Questions* reader and proposes an LAS course in German to utilize music to illuminate the impact of culture.

Susan Oldrieve, Ph.D. in English, University of Virginia (French Intermediate). She published and presented on topics related to British literature and developed immersion travel segments for the Carmel Living Learning and Honors programs. She will revise the LAS course in French to emphasize intercultural analysis and will continue to study French to increase proficiency.

Professor Randall Molmen, ABD in Computer Science, Case Western Reserve (Chinese Novice High). He authored numerous technical reports and a multimedia textbook. He studied numerous languages including Kpelle during his sabbatical in Liberia. He will continue studying Chinese and will develop a new LAS course based on the pictographic origins of Chinese characters.

c. *Institution's nondiscrimination employment practices regarding traditionally under-represented groups:* The College has a policy of providing equal opportunity based on nondiscrimination with regard to race, religion, nationality, ethnicity, age, sexual orientation or disability. Because B-W values diversity, this policy has been expanded to include nondiscrimination of any kind. B-W's Assistant Vice President for Human Resources and the new Director of Campus Diversity Affairs are working to achieve greater diversity in faculty, administration and support staff. They instituted a series of Diversity Training Workshops in fall

2008 and compiled a list of national and regional listings to solicit help in diversifying the applicant pool for positions which become available. The new faculty position which is part of this proposed project will be advertised to reach all possible applicants in both foreign language and business, and those involved in hiring for this position will be mindful of B-W's nondiscrimination policies.

3. Budget and Cost Effectiveness

a. *How budget supports grant activities:* B-W is requesting an award of \$96,484 in Year 1 and \$98,625 in Year 2 for a total award of \$195,109. These funds cover a range of activities designed to build second language capabilities of our students and faculty with an emphasis on Chinese. The funds would be used as follows: one-half of the salary and benefits of a new professor with a joint appointment in Chinese and Business (\$25,230 base salary + \$10,849 in fringe benefits in Year 1 with a 3% increase in the second year to \$25,987 base + \$11,174 fringe benefits); two \$2,000 stipends for summer planning responsibilities for the Project Co-Directors for Years 1 and 2; 17 Faculty Course Development and Program Planning Stipends of \$1,000 each in Years 1 and 2; 8 Language Study Stipends @ \$1,000 each with 4 in Year 1 and 4 in Year 2; \$1,000 stipend in each year for secretarial support for overtime and summer hours; one-half (\$1,088) of cost of part-time student assistant in each year; \$2,195 for fringe benefits for stipends in Year 1 and \$2,195 in Year 2; \$1,800 for Project Director to attend Title VI Meeting in Year 1 and 2; one-half the cost (\$900) for 2nd Co-Director to attend in Year 2; one half of the cost (\$6,750) for one-half of the faculty participants and LAC Coordinator to attend CLAC conference in 2010 and 2011 estimated at \$1,500 each (roundtrip airfare to conference site @ \$400, hotel 3 nights @ \$200, per diem \$46 x 4 days, ground transportation @ \$50, incidentals @ \$65); \$3,750 for scholarships @ \$750 each for 5 students each year for study abroad to increase

LAC proficiency; \$2,500 for special library acquisitions and \$2,500 for special Media Services acquisitions to support new LAC and Chinese language courses in Years 1 and 2; one-half of the cost (\$3,375) to support 3 outside consultants' visits each year at \$2,250 (\$1,500 honorarium + travel & expenses @ \$750 = travel or airfare at \$400, hotel 2 nights @ \$100, \$150 meals & incidentals) covering kickoff overview of LAC workshop, French, Spanish, German, Chinese and Arabic consultants; \$2,700 each year for outside evaluator to review program design and activities in Year 1 and activities and outcomes of program in Year 2 (2 days on campus, 1 day writing report, \$1,950 honorarium @ \$650/day + travel & expenses @ \$750 = airfare at \$400, hotel 2 nights @ \$100, \$150 meals & incidentals); one-half cost (\$600) for copying, materials and supplies in Year 1 and 2 for scholar workshops and monthly meetings of faculty language groups.

Baldwin-Wallace will contribute the equivalent of over 100% of these funds (\$137,345 in Year 1 and \$133,348 in Year 2 for a two-year total of \$270,693) distributed as follows: one-half the salary and benefits of a new professor with a joint appointment in Chinese and Business (\$25,230 base salary + \$10,849 in fringe benefits in Year 1 with a 3% increase in Year 2 to \$25,987 base + \$11,174 fringe benefits); 20% of the time of the Project Director in Year 1 (15% in Year 2) and 20% and 15% respectively of the Project Co-Directors in Year 1 and 2 (\$34,880 total); 5% of the time of Director of Institutional Research, 5% of the time of the Controller and 5% of the time of the Director of Explorations/Study Abroad in Years 1 and 2 at \$9,895, 10% of the time of a secretary at \$2,451; fringe benefits for in-kind personnel at \$20,307 in Year 1 and \$18,570 in Year 2; one-half (\$1,088) of cost of a part-time student assistant in each year; \$1,800 for a Project Co-Director to attend Title VI meeting in Year 1 and Year 2 and one-half (\$900) the cost for 2nd Co-Director to attend in Year 2; \$3,750 for scholarships for 5 students each year for

study abroad to increase LAC proficiency; one-half of cost (\$6,750) for one-half of faculty participants to attend the CLAC conference in 2010 and 2011 estimated at \$1,500 each (roundtrip airfare to conference site @ \$400, hotel 3 nights @ \$200, per diem \$46 x 4 days, ground transportation @ \$50, incidentals, @ \$65) ; \$2,500 for special library acquisitions and \$2,500 for special Media Services acquisitions to support new LAC and Chinese language courses in Year 1 and 2; one-half (\$3,375) to support 3 outside consultants' visits each year at \$2,250 (\$1,500 honorarium + travel & expenses @ \$750 = travel or airfare at \$400, hotel 2 nights @ \$100, \$150 meals & incidentals) covering kickoff overview of LAC workshop, French, German, Spanish, Chinese and Arabic consultants; \$1,200 in Year 1 for workshop lunches for faculty participants with 3 consultants (20 faculty @ \$20 each x 3 each year); one-half cost (\$600) for copying, materials and supplies in Year 1 and 2 for scholar workshops and monthly meetings of faculty language groups.

b. *Project's cost effectiveness and relationship between cost of project and project's objectives:*

Campus internationalization will be increased by the fifteen new major LAC courses and the addition of a faculty line in Chinese and Business combined with the offering of upper division courses in Chinese and Business. Language competence will be enhanced by adding the LAC courses in the majors as well as the training and expertise provided by external consultants in the five target languages. The activities have been chosen to leverage funding to maximize impact campus wide. Faculty involved in the grant will be offering courses in five of the seven largest majors on campus: Business, Biology, Education, English and History. Eight faculty will study language at the level appropriate to their ACTFL results, providing an example for students of the need for second language capabilities and related intercultural competency. The addition of a full-time professor with a joint appointment in Chinese and Business will provide direct impact

on students in Business where the number of students enrolled in language study has generally been low and add upper division Chinese courses which increase choices for students in existing programs with foreign language requirements. Faculty stipends for course development and language study have been kept low to involve as many faculty as possible. Faculty travel is provided for the Title VI meetings and for one-half the participating faculty to attend a CLAC conference each year. Stipends for faculty engaged in language study may be applied to study abroad. Federal funding will complement B-W's institutional resources and make possible a concerted effort to promote language use, especially Chinese, to further internationalize the curriculum and promote the language skills of faculty and students.

4. Adequacy of Resources

a. Facilities, equipment, supplies and other resources to carry out the project: B-W is a teaching institution with an emphasis on student learning, providing support for educational activities with a campus wide state of the art telecommunications system. The Information Technology (IT) Department employs a staff of 30 people who work collaboratively with faculty to create a quality learning environment for faculty and students. The IT staff through its Instructional Technology Education Center provides ongoing training for faculty in software application and new technologies and supports all departmental, classroom and computer labs on campus. Most classrooms have a media podium with Internet linkage and access to the campus wide Blackboard™ Learning system which is used extensively as a learning tool. Each student has a web portal and a personal eportfolio for planning and advising as well as for retaining written, oral and video artifacts associated with their B-W experience. Materials available on Blackboard™ are accessible around the clock and include audio-visual aids and oral practice exercises for all foreign languages.

Ritter Library serves as the central library facility on campus and has substantial onsite resources for the support of international and foreign language studies. New print acquisitions are based on faculty requests via academic departments. Both faculty and students have computer access to Interlibrary Loan, which provides links to many different information resources in multiple languages. Ritter Library's OhioLINK membership also allows faculty and students to use their web portal to access an enormous array of additional electronic and digital resources through 250 online databases and ebook subscriptions, which include many foreign language publications and almost 21,000 journals. Additionally, OhioLINK provides access to print collections at most colleges and universities in Ohio, including Oberlin and Ohio State University. Ritter librarians are available to work with faculty and students individually and for special presentations on how to use these resources. A newly implemented program allows faculty to arrange for a "course-embedded" librarian who is assigned to work with students in a particular class and is available for consultation within the library or via email throughout the semester as students work on course-related projects. Three librarians with language proficiency have indicated interest in working with faculty and staff on implementing this proposal.

B-W's Media Services Department also has an extensive onsite collection of videos and DVDs based on faculty requests. A yearly budget is available for faculty acquisitions as new needs arise. OhioLINK provides additional access to OhioLINK Digital Video Collection which includes a Films for Humanities and Sciences Series and a United Streaming Service. Students have access to media resources either online or by borrowing them. Supplemental resources designed to increase student interest and promote language learning include language clubs for all languages funded by the student activity fee. Professors organize a weekly language table throughout the semester for each language and also host yearly French and Middle Eastern film

festivals. The Foreign Language Department also maintains a video library of foreign language films available to students. In conjunction with this grant, both Ritter Library and Media Services will build their collections to support the new courses and provide expanded instruction in language and culture.

5. Plan of Evaluation

a. *Plan for evaluating effectiveness of the project:* The Director and Co-Directors have consulted and will work with Dr. Susan Perry, B-W's Director of Academic Institutional Research and Assessment, as well as Dr. Timothy Bennett, LAC consultant, and Dr. Tanya Kinsella, project evaluator, on information to be collected, on the development of student and faculty assessment tools and on the conduct of focus groups to evaluate students' progress on learning outcomes and perceptions of the LAC program. The evaluation activities listed in Table 2 are both formative and summative, including quantitative and qualitative measures as

Table 2. Evaluation of Grant Activities			
	Method	Source of Data	Frequency
Departmentally-Based LAC Courses	Faculty evaluation of student performance	Faculty assessment	Each semester
	Student self-assessment	LAC student survey	Each semester
	Faculty assessment of course	LAC faculty survey	Each semester
	Student focus groups	A sample of students enrolled in LAC courses	Each semester
New Professor (C = used for Chinese B = used for Business)	Course enrollments (CB)	Institutional data	Each semester
	Writing and speaking rubric (C)	Faculty evaluation of assessments	Each semester
	Class observation (CB)	Peer faculty	Yearly
	Self-assessment (C)	Personal reflection	Yearly
	IDEA (CB)	Student evaluation of language courses	Each semester
Grant Activities	Faculty evaluation of grant activities	LAC faculty survey	Yearly
	Language team discussions	Informal feedback from faculty	Ongoing
Faculty Language Study	Proficiency testing	Results of computer-based and oral test	Each semester
External Evaluation	Written report by external evaluator	Observation, meeting with faculty, students, program directors	Yearly

appropriate which will provide information to support continuing improvement and longer term sustainability in each area beyond the two-year grant period. In addition to the external evaluation, there are four main areas where evaluation will be conducted to assess grant activities. Each is described separately below. Criteria and methods of evaluation for the major-related LAC courses are especially challenging since such courses are relatively new and standards for evaluation are only beginning to be developed.

b. Criteria and methods of evaluation

- Student learning in major-related LAC courses: Student placement in LAC courses will be based on a placement test. LAC faculty will work together and with the consultant and evaluator to find ways to assess increases in student language and intercultural competency using direct measures which build on the ACTFL learning goals and can be adapted to the content needs of the departments. A draft LAC Student Evaluation in Major-Related Courses form will be used as a starting point for consideration by language teams as courses and assignments are being developed. Use of such a rubric will require calibration sessions for faculty who come from different disciplines and may have different approaches. This draft form and samples of the Spring 2009 Faculty and Student LAC Course Evaluation forms for LAS 156-157 are included in Appendix C. Adapting these forms for major-related LAC courses will be considered as will other options. As courses are offered, focus groups will be conducted to gauge student response more accurately. Enrollment data will also be monitored. Eight to nine LAC courses will be offered yearly, first experimentally and then regularly within the curriculum. We project initial enrollments of eight to ten students per course will increase as the grant progresses.

- The new professor in Chinese and Business: The Project Director and chairs of the Foreign Language Department and the Division of Business Administration will use

multiple indicators to evaluate the teaching effectiveness of the new professor. All first year faculty at B-W are required to use IDEA evaluations in which students self-report their progress on learning objectives selected by the professor. These will be used in both the Chinese and Business courses. Both the Department of Foreign Language and the Business Division also conduct evaluation via class observation by peer faculty. The Department of Foreign Language also requires a faculty self-assessment narrative and rubrics for writing and speaking assignments to assess student learning. Samples of the IDEA form and the assessment rubrics are included in Appendix C. Enrollment at all levels of Chinese language will also be monitored. The initial targets are for enrollments in second year Chinese of eight to ten students and three to five students in the first offering of advanced Chinese with numbers increasing thereafter. Anticipated enrollments of 20-25 students in International Business classes are based on the popularity of this new major.

- Faculty evaluation of grant activities and of new and revised LAC courses:

A survey of faculty involved in grant activities will be administered each semester and will provide feedback on the functioning of the language teams, the external consultants, and the LAC courses they are developing. The results will be monitored by the Project Directors to improve grant activities. The LAS Faculty Course Evaluation Survey (see Appendix C) will be used as a starting point for discussion on how to evaluate and improve teaching effectiveness once LAC courses begin to be offered. Regular discussions of the new courses by faculty teams will be used to improve teaching effectiveness.

- Proficiency evaluation of faculty language study: Faculty engaged in language study will be tested on a regular basis by Dr. Marín to evaluate increasing proficiency in reading and speaking. Each faculty member at the Novice level has committed to ongoing study until the

Intermediate level is reached. Those continuing beyond the grant would be able to apply for B-W faculty development funding for additional language study.

b. Method of evaluation: The Project Director, Dr. Krutky, and Co-Directors will work with the chair of the Business Division to coordinate evaluation activities. The LAC Coordinator, Dr. Morales-Ortiz, will monitor and report the number of new LAC courses offered and their enrollment as well as working with language teams on evaluation instruments appropriate for both the language and culture content of the new courses being developed. He will collect student and faculty evaluations which will be discussed individually with instructors and collectively with the outside consultants and evaluator.

The performance of the new professor in Chinese and Business will be monitored by the chairs of the Foreign Language Department and Business Division and the Project Director as part of the College-wide process of evaluation for new faculty. Evaluations of faculty participation in grant activities will be coordinated and reported by Dr. Morales-Ortiz. Dr. Marín will regularly assess proficiency of faculty involved in language study. The ongoing meetings of the Project Director and Co-Directors with language teams will provide continuing feedback throughout the grant and as new classes are offered. These teams will continue to coordinate course offerings as part of the LAC program once the grant is completed and will be able to share student evaluations and suggestions for improvement.

c. External evaluation and timetable: Evaluation will be ongoing during the grant period and afterward. Dr. Tanya Kinsella, LAC Director at the University of North Carolina at Chapel Hill, will assess the overall project. She will offer preliminary input on faculty proposals for LAC courses, provide suggestions for outside consultants to work with the language groups and help set criteria for project assessment. She will visit B-W in the spring of 2011 for on-site

observation, meetings with faculty and students, and evaluation of initial project activities. She will visit in the spring of 2012 for additional discussions with participants and will prepare a final evaluation with recommendations for continuing program assessment and possible expansion. The Project Directors will also compile a yearly report documenting grant activities which will be submitted to the U.S. Department of Education and to B-W's Vice President for Academic Affairs.

6. Commitment to International Studies

a. *Current institutional strengths:* B-W's curriculum manifests the Mission charge to prepare students to become global citizens. As part of B-W's core requirements, all students fulfill an International Studies requirement by taking three internationally designated courses from a variety of disciplines which may include study abroad. Students explore international aspects of cultural diversity, current global problems, international communication or global political or economic systems. B-W received a USIFL grant in 2002 to increase the number of courses and regions addressed. The grant had a significant positive impact. Three interdisciplinary teams of faculty members focused on Asia, Latin America and Europe, added fifteen new and seventeen revised internationally-oriented courses and also strengthened regional concentrations in the International Studies major. The current number of International Studies courses from which students may choose and divisions in which they are offered include Humanities 87, Social Sciences 37, Natural Sciences 7, Music 9, Business 4, Education 2 and Health and Physical Education 1.

As a part of the 2002 grant, six faculty members also investigated models for the adoption of a Language Across the Curriculum program. After studying several programs, the faculty proposed offering course-embedded LAC options in existing courses taught in English to

determine feasibility of a LAC program at B-W. Participating professors allow students with requisite skills to do some assignments in a second language. About 30 faculty have offered these options in existing courses since 2004 and typically have several students in the classes which are included pursue LAC options.

In 2006, B-W added LAC courses in Spanish, German and French as one-credit supplements to *Enduring Questions for an Intercultural World* (LAS 200). The *Enduring Questions* course, which is required for all students, considers how culture shapes alternative perspectives on global issues internationally and domestically. The supplemental LAC courses (LAS 155-157) investigate how knowing the target language enhances the understanding of culture. Response to these LAC courses have been positive as indicated in Table 3.

Table 3. What Students Say About LAC Courses

- ❖ “I think it’s a great idea! It actually gives an opportunity for someone who knows another language, or is studying one, to use it outside the actual language class.”
- ❖ “It promotes language and exposes students to new forms of expression.”
- ❖ “I never thought of reading works in their original language, and it totally brought a new understanding of the works.”
- ❖ “LAC examined the subject matter and the cultural understanding because reading news and journal articles in a country’s national language gives you a better perspective from their view.”
- ❖ “There was such a cultural difference between the plays that were presented as part of LAC. I learned differences I never knew.”
- ❖ “The LAC component most definitely increased my awareness of the richness that cultural differences can bring to the study of a subject.”

Source: *Frequently Asked Questions About LAC* (2006)

B-W also provides several internationally oriented majors and programs. The current language programs in Spanish, French and German are well established. Their students regularly study abroad and often pursue graduate work or international careers. B-W began the first undergraduate International Studies major in Ohio in 1979. The interdisciplinary major develops students’ ability to analyze complex global issues from diverse perspectives, function

successfully in an international environment, and develop intercultural sensitivity. It also requires foreign language proficiency at the advanced level. International Business is the newest of the internationally oriented undergraduate majors with a study abroad and foreign language requirement. It shares faculty with B-W's well-recognized International MBA which began in 1981.

B-W's efforts to develop an increasingly internationalized curriculum have brought national recognition. B-W was invited to join the ACE's Internationalization Collaborative in 2003 and had a representative on their Advisory Council from 2006-09. The Collaborative is comprised of faculty and administrators from 80 internationally-oriented universities who meet annually to share best practices in campus internationalization. B-W is also one of four founding members (with Portland State, the University of Iowa, and SUNY/ Binghamton) of a national CLAC Consortium which includes the University of North Carolina at Chapel Hill, Drake, the University of Richmond, Skidmore and Wittenberg. While B-W's LAC program is one of the smallest, it provides an example of how to leverage faculty interest to build a program at an institution without a campus wide language requirement. B-W hosted the 2009 CLAC Conference entitled "Intercultural Competency Across the Curriculum: Infusing Culture and Language Campus Wide" with 72 attendees from 23 campuses and 18 states, demonstrating that there is widespread interest in innovative ways to promote language use.

b. *Involvement of faculty and administrators in planning the proposed program:* B-W is a regionally oriented, tuition-driven institution in a highly competitive location, so planning is an essential part of the campus culture. The strategic planning described above regularly includes faculty, staff, administrators and students in the planning bodies and provides ongoing opportunities for campus wide engagement. Through a series of committee meetings, open

campus forums, and taskforces, B-W's current strategic plan was drafted, discussed, reformulated and accepted by the college community and Board of Trustees. Progress in meeting objectives is monitored and discussed regularly by administrative and faculty leadership.

c. Institutional commitment to the program demonstrated by optimal use of available personnel and resources: As part of the implementation process of the Strategic Plan, an Intercultural Programming Committee with representatives from Academic Affairs, Enrollment Management and Student Affairs, was formed in fall 2008 to inventory ongoing activities in the international area and make recommendations to the President's Council for improving coordination, establishing priorities and realizing synergies. Optimal use of personnel was deemed essential. The Committee has endorsed the expansion of the LAC program and the joint appointment of a new professor of Chinese and Business based on that individual's potential to promote internationalization among business majors, develop a more inclusive campus climate for Asian students and build longer-term programs of distinction.

d. Institutional commitment as demonstrated by the use of funds in support of the program's objectives: B-W's financial situation is sound but, as a tuition-driven institution, new initiatives must be considered carefully and developed incrementally based on the fit with the institutional mission, current programs and growth potential. At a time when enrollments are uncertain and the economy is weak, expanding the LAC program and adding a new faculty line would not have been possible without strong support from President Durst, Dean Higginson and the faculty in Business, Foreign Language and International Studies. (see Appendix B) B-W has committed to one-half the cost of this position over the next three years. In addition to substantial time commitments on the part of the project directors, B-W is supporting at least half or more of the costs of professional travel and outside language consultants. This commitment is based on

recognition that college graduates must be able to function and lead in a world that is highly interconnected. Expanding LAC into majors and promoting knowledge of Chinese will help today's students operate effectively in today's world. International Business, Foreign Languages and Literatures, and International Studies are growth areas consistent with B-W's Mission which will be strengthened by expanded student interest in LAC options, in Chinese and in foreign language study more generally.

B-W's continuing efforts to internationalize the campus and prepare students to be global citizens have been strong. The development of the common core course required for all students, *Enduring Questions for an Intercultural World*, demonstrates an ongoing commitment of time and resources and has provided a strong foundation for raising cultural awareness globally and domestically. B-W has added a Director for Intercultural Education, a Core Curriculum Director and a LAC Coordinator to provide leadership for related programs. Each year B-W provides approximately \$250,000 in faculty development funding for travel and research efforts in these areas. Examples of College support include funding for six faculty to study immersion Spanish and culture in Ecuador in summer 2007. More recently, B-W supported a Faculty Learning Community on LAC to provide recommendations for expanding the program.

7. Elements of the Proposed International Studies Program

a. *How the proposed activities contribute to the implementation of a program in international studies and foreign language:* The proposed activities are designed to increase interest in new internationally oriented courses and language options for both students and faculty. The seventeen new and revised two-credit LAC courses will increase choices for all students to complete the International Studies core requirement while advanced Chinese language and related business courses will increase options in International Business, Foreign Languages,

International Studies and the Asian Studies minor. The LAC Coordinator and grant faculty will work with students in B-W's public relations practicum classes and the Explorations/Study Abroad staff to introduce the new LAC courses, to heighten awareness of the need for foreign language study, and to promote interest in less commonly taught languages such as Chinese and Arabic. The new courses will also increase students' awareness of the Chinese Club and established intercultural programming such as Culture Night and Chinese New Year celebrations as well as weekly coffee hours focusing on different countries represented by international students.

b. *Interdisciplinary aspects of the program:* Faculty development activities are based on interdisciplinary teams with language and non-language faculty working closely together on a continuing basis to develop content and pedagogy in the target languages. Each faculty member will be exposed to the content of other disciplines and will coordinate course offerings in their target language with other departments over the two-year duration of the grant. Each faculty member will also work with members of his/her own department or division representing different languages to provide LAC courses on a regular basis. Thus, faculty development will be enriched by learning what others are doing across disciplines and across languages in both content and pedagogy. There has also been preliminary discussion of the development of an interdisciplinary Intercultural Competency certificate for students who enroll in multiple LAC courses. While such consideration may be premature, the grant activities provide the basis for exploring longer-term cooperation in that and other related areas.

c. *Number of new and revised courses to be added and their adequacy to meet program's needs:* The impact on the curriculum will be significant. Fifteen new major and minor related two-credit LAC courses in five languages will be added over the two years of the grant. The

majors included, participating faculty, their target language, proficiency level and content focus for the courses to be developed are summarized in Table 1.

A new LAS/LAC section for Chinese will be developed and current French and German core LAS/LAC offerings will be revised. Additionally, two new advanced courses in Chinese will be added by the new instructor in consultation with the members of the foreign language department and new courses in Business will be developed. All of the courses will continue to be offered once the grant is completed. While the courses projected appear adequate for current student interest, we anticipate that there will be significant interest in expanding LAC offerings and that the Chinese/Business position will be extended beyond three years.

d. Adequacy of plans to improve and expand language instruction: The LAC courses will increase student's use of foreign language within their majors and build interest beyond those currently enrolled in traditional language classes. The grant will also expand Chinese language offerings at the upper division level. Chinese language instruction, which began at B-W with an adjunct, has shown popularity among B-W students at the elementary level. A new full-time professor will build student interest beyond the elementary level resulting in greater language and cultural competency among graduates. Interest in Arabic is also growing and has been accomplished through the use of a Fulbright Teaching Assistant.

Also important is the increasing interest in language study by faculty members. Their desire to increase language proficiency for students in their majors provided the basis for this group proposal, and those who have not yet attained advanced proficiency will continue language study beyond the grant activities. Those involved in the strategic planning process, as well as the Intercultural Programming Committee described above, will evaluate the results of the grant

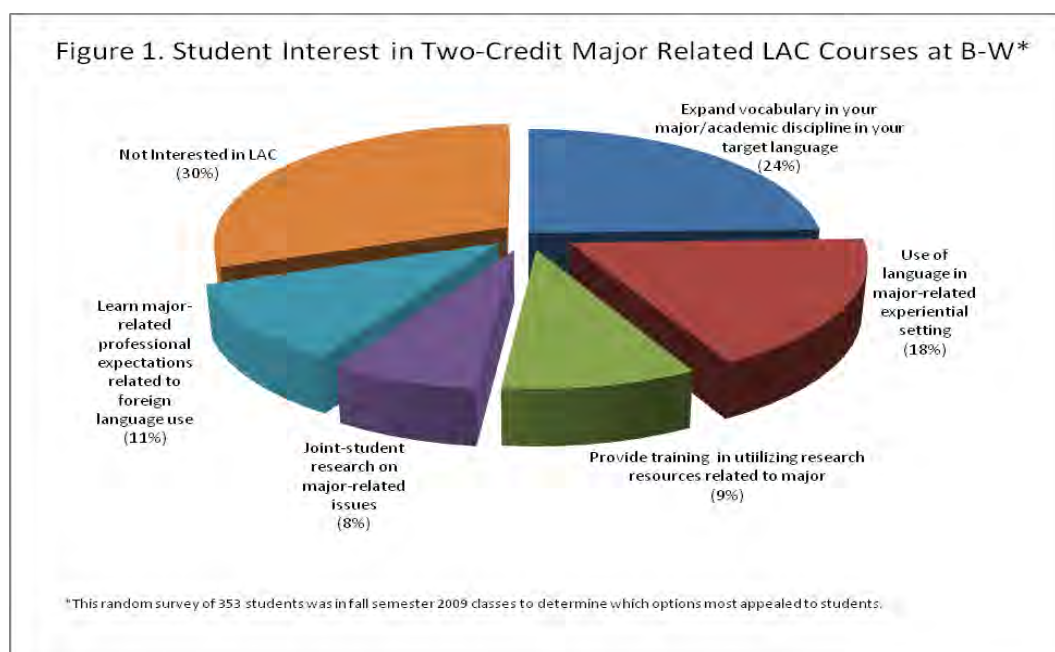
activities as well as to the recommendations of the external evaluator to determine appropriate next steps.

8. Need For and Prospective Results of the Proposed Program:

a. *Why the proposed activities are needed:* B-W is preparing global citizens by increasing students' use of foreign language and intercultural competency in ways which support B-W's Mission Statement and integrate study of the liberal arts with professional training. While some existing classes may explore cultural analysis or language use, none outside traditional language classes focus directly on helping students develop these skills over an extended period of time in an applied setting which is directly related to their major. Although the International Studies and International Business majors, Honors, the Asian Studies minor and some Conservatory programs include foreign language, there has been no systematic attempt to encourage foreign language study beyond these programs. This project would increase options for students to learn to communicate effectively with others in settings related to their career and/or graduate study interests and promote more internationally oriented professionals in business, education and area studies as well as other careers related to the majors represented in the project. It will also create a more receptive campus environment for international students, the majority of whom are from China. The project also helps develop the language competency and potential to teach language use of the seventeen grant faculty in five different languages who will continue to offer their courses as part of the LAC program once the grant is completed.

An early indication of interest is provided by the positive student evaluations of a one-credit experimental LAC Biology class focused on Latin American environmental issues which enrolled 18 students in spring 2009. The results of a random survey of 353 students conducted in fall 2009 by faculty developing this proposal show potential interest in expanded major-related

two-credit LAC offerings. Overall findings show 24% would like major-related courses which expand vocabulary while 18% were interested in experiential learning options which used foreign language. 9% percent would like training in using foreign language research resources and 8% prefer using foreign language for joint research. 30% of the respondents indicated no interest. (see Figure 1) Each faculty member developing a LAC option will have the survey results for his/her major in planning the new LAC options.



Currently there are no Asian languages among the LAC options, yet Eastern and Western cultural differences are among the most studied in intercultural education. Adding a full-time professor offering Chinese will bring an Asian perspective to B-W's intercultural education program. In addition to increasing LAC options, upper division courses will be added in Chinese, benefiting the Department of Foreign Language and other programs with language requirements. The Division of Business Administration strongly supports the joint position in Business and Chinese to continue to internationalize their undergraduate curriculum through the courses taught and the offering of a LAC option for business students in Chinese. (see Appendix B) The

International Business major requires study abroad and this professor would also be able to build interest in study in China. Given China's importance in global trade and investment, it is essential that business leaders have an understanding of the Chinese language, customs and culture. This joint faculty position in Chinese and Business also has potential for modeling how to increase interest of U.S. students in less commonly taught languages by showing them both the utility and importance of language study in the context of the major.

Promoting the use of languages generally as well as a less commonly taught languages like Chinese is needed for all students to meet regional and national needs. B-W draws the majority of its students regionally from Ohio high schools where foreign language study is not emphasized, although some area high schools have recently begun to add Chinese to traditional language offerings. Innovative college programs can increase more students' interest in foreign language study. Emphasizing language use at B-W will help internationalize students' majors and better prepare them for graduate work or internationally oriented careers. B-W's project will support national efforts like those of ACE, AAC&U and the MLA to increase language use and promote broader campus internationalization. Learning more about China is also crucial, given China's increasing political, economic, and cultural importance, and can help both Ohio and the U.S. remain competitive economically and be more effective diplomatically.

b. *Extent to which use of federal funds will result in implementation of a program in international studies and foreign language:* Federal funds are essential to the activities described here and are especially necessary to fund the new joint appointment in Chinese language and Business. Department of Education funds will be matched by B-W for a three-year faculty appointment to build interest in Chinese and Business and to provide support for two-credit LAC courses in a variety of majors to increase interest in foreign language and related